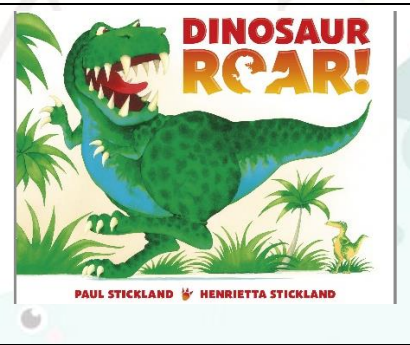


**EARLY YEARS KNOWLEDGE CONTEXTS PLANNER**

**Reception 2022 – 2023 Spring 1**

**Topic: Dinosaurs**



**Core text:**

Dinosaur Roar!

By Paul Stickland and  
Henrietta Stickland

**Inspiring Contexts: (subject to change)**

- Dinosaur bone resources
- Palaeontologist visit/call
- WOW day
- Dinosaur video's

**JIGSAW:**

Dreams and Goals

**Value of the month:**

- January: Quality
- February: Passion

**Vocabulary**

- |             |                 |
|-------------|-----------------|
| Extinct     | Fossil          |
| Herbivore   | Meteorite       |
| Carnivore   | Prey            |
| Omnivore    | Predator        |
| Prehistoric | Paeleontologist |

Communication and language	Personal, social and emotional development	Physical development
<ul style="list-style-type: none"> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Develop social phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • tooth brushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian</li> <li>• Express their feelings and consider the feelings of others (through P.E)</li> <li>• Think about the perspectives of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</li> </ul> <p>P.E: Games: Unit 2</p>

Literacy	Maths	Understanding the world	Expressive Arts and Design
<ul style="list-style-type: none"> <li>• Re-read what they have written to check that it makes sense</li> <li>• Read individual letters by saying the sounds for the,</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read a few common exception words matched to the school's phonic programme</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare length, weight and capacity.</li> <li>• Link the number symbol (numeral) with its cardinal number value</li> <li>• Explore the composition of numbers to 10.</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw information from a simple map</li> <li>• Describe what they see, hear and feel whilst outside</li> <li>• Compare and contrast characters from stories, including figures from the past</li> <li>• Explore the natural world around them</li> </ul>	<ul style="list-style-type: none"> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>